

ARP ESSER III Use of Funds Plan

District Name:	Dale Public School
Superintendent:	Will Jones
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REVISED FY24

The LEA must engage in consultation with stakeholders and give the public an opportunity to provide input. Specifically, the LEA must engage in meaningful consultation with students, families, school and district administrators (including special education administrators), teachers, principals, school leaders, other educators, staff and unions. Further, the meaningful consultation must extend to Tribes, civil rights organizations (including disability rights organizations) and stakeholders representing interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated and other underserved students. Finally, the LEA's plan must be in an understandable and uniform format, written in a language that parents can understand, orally translated and, upon request by a parent who is individual with a disability, provided in an alternative format accessible to that parent. The Plan must consist of the following:

1. The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in order to continuously and safely open and operate schools for in-person learning;

Purchase of Custodial Supplies for increased sanitizing and cleaning across the district. **FY22**

Contracted Services for cleaning and sanitizing of all facilities in addition to regular custodial support. **FY22, FY23, To be expended FY24**

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2. How the LEA will use the funds it reserved under section 2001(e)(1) of the ARP Act [20% of ESSER ARP Act formula funds] to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year;

20% of Dale Public School's ESSER III funds (\$542,826.35) is (\$108,565.27)

The funds will be used to determine individual student and grade level learning gaps or loss due to COVID, and then to address such loss through research-based interventions and programs by:

Providing enhanced research-based curriculum, including;

- on-line programs (such as Edgenuity, Renaissance Learning, IXL, Amplify Education, etc.) to help close learning gaps and increase parental information and involvement. **FY22, FY23, To be expended FY24**
- Pay additional staff for reading and math intervention to provide increased individualized support in closing gaps. This includes both certified teachers and paraprofessionals. **FY22, FY23, To be expended FY24**
- Purchase Benchmark Assessments to provide data for academic progress. **FY23**

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3. How the LEA will spend its remaining ARP ESSER funds consistent with the uses authorized in section 2001(e)(2) of the ARP Act; and

Salary for Elementary PE assistant to allow more social distancing and outside activities in response to COVID. **FY22, FY23, To be expended FY24**

Hire a Technology Director to ensure all classrooms are equipped with functioning technology equipment and materials necessary to maximize opportunities for student remediation, instruction, and acceleration. **FY23, To be expended FY24**

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4. How the LEA will ensure that the interventions it implements, including but not limited to those implemented under section 2001(e)(1) [20% set-aside], will respond to the academic, social, emotional and mental health needs of students, and particularly those students disproportionately impacted by COVID-19, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care and migratory students.

- Administering and using high-quality assessments to low-income, children with disabilities, and minorities (including Native American and Hispanic) that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;
- Implementing evidence-based activities to meet the comprehensive needs of low-income children, children with disabilities, and minority students (including Native American and Hispanic) by daily tutoring and providing a summer enrichment program.
- Providing information and assistance to parents and families of low-income children, children with disabilities, and minority students (including Native American and Hispanic) of on how they can effectively support students, including technology devices to allow students home access in a distance learning environment.
- Tracking student attendance of low-income children, children with disabilities, and minority students (including Native American and Hispanic) and improving student engagement in distance education.
- Consistently consulting with the local Tribes on all of the above in order to help provide counseling with all Native American students and their families impacted by Covid-19.
- During Individualized Educational Plan meetings with parents concerning their special needs students the district personnel will discuss how the use of these funds could be used to help provide services to those students and families impacted by Covid-19.

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